THE JOURNAL OF EDUCATION

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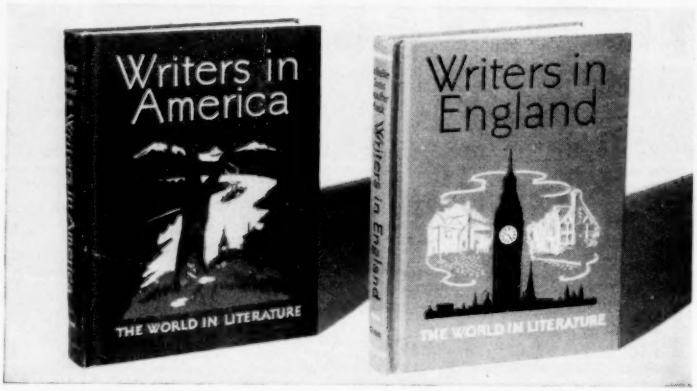

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As we go to press . . .

We mount our little soap box to say a few words about what we think education needs more than anything else. It needs, as we see it, more of the amateur spirit. Education, to be sure, is a profession. "Profession" and "professional" are peculiar words, and we could play around with them to our own confusion and that of everybody else. A profession such as medicine, law or theology posesses dignity. It demands years of earnest preparation. It calls for devotion and unselfish service. Naturally we all want education to take its place on a par with these other professions. But we do not want it to lose its amateur standing as a college athlete does when he turns "professional."

Our notion of an amateur is not of one who lacks requisite training, skills and standards, though these may often be developed slowly and in ways not prescribed or regular. To the amateur in any field of effort his chosen work is always something of a hobby. The amateur is a lover of his art. If he teaches, he loves his subject and he loves to make it seem as clear and significant to others as to himself. If he is an administrator he is full of faith, ideals and enthusiasm. He is never cynical, seldom pessimistic, critical only when he can also be understanding and constructive. He believes in his institution, his colleagues, and the worthy outcomes of their labors. He glimpses the latent possibilities in every child or youth. He despairs of no one whose life pattern is not fully formed as yet.

We hope you will recognize some connection between all this and the magazine you hold in your hand. The amateur spirit pervades much of the material that we bring to you each month. We ourselves are amateurs, as regards our mental attitudes and occasionally, no doubt, in our performance. A magazine, newspaper, or radio station must make money. But no one has a moral right to choose any of these vocational spheres who thinks of it only as a money maker.

Now then, if education is your hobby, there's pleasure ahead for you elsewhere in this issue.

Your Textbook Reporter

World View

Geography assumes fuller meaning and importance in **World View**, fourth book of the Man in His World series.

Commencing with the study of one Pennsylvania city of 4000 inhabitants, the author brings out the variety of occupations that contribute to each individual's daily existence. Here in an unusually clear deliniation one observes in miniature what will be applied later in examining the relationships of regions widely scattered over the globe. The learner is taught to understand as well as to observe. The need for conservation is made impressive by emphasis on natural resources as the basis of human life. The fact of interdependence is constantly kept in the foreground, as is the influence of physical conditions upon what people do for a living.

Following the excellent chapter on Bedford, Pa., the text advances by continents — North America, South America, Eurasia, Africa, Australia and Antarctica. Division into nations receives secondary consideration, as areas having certain physical characteristics are studied in succession and their respective needs, capacities and contributions are looked into.

World View truly gives a view of the world and a concept of its essential oneness — also its efforts at the attainment of lasting peace and useful cooperation. It is an education in wider and less selfish thinking.

A WORLD VIEW. Clarence W. Sorenson. Silver Burdett Company, New York.

Numbers We See

Suppose we go to school again. Pretend we are first graders. Teacher hands us each a book. It is **Numbers We See**, or so we are told. But we don't see any numbers to speak of. Instead, there are wide open pages containing many different objects, all in colors. We are fascinated. Teacher has us turn to a certain page, marked with a certain color in one corner. Soon we are hard at work playing. Maybe we are trying to see if there are just enough dresses so each doll can have one. Teacher wants us to compare and talk. We don't know, of course, that she follows a carefully planned guide that's in her book, not in ours. As days go by, we learn to count. We learn to measure. We learn about dimes and pennies. Teacher brings out all sorts of counters, sticks and other real objects. She draws big charts and suggests things to do.

The year or the term flies past. We have had fun with numbers and with pictures. And when all is over, we are ready to be promoted into really-truly 'rithmetic.

It's a different approach, surely. Not just "busy work." Every page and every step has had a purpose.

NUMBERS WE SEE. Riess, Hartung and Mahoney. Scott, Foresman and Company, Chicago. $1.32

Some Principles of Teaching

It might be called a pocket Bible of educational common sense, this paper-bound manual modestly titled **Some Principles of Teaching.** The author casts aside high-sounding words and quotation marks with corresponding footnotes, in favor of informality in revealing the secrets of making education tick, or shall we say "take"? He even stoops to the use of cartoons wherever he thinks these will serve his purpose better than words. The hundreds of terse statements, some standing alone and others followed by explanatory matter all add up to a modern and practical concept of the teaching process. Here even the most dyed-in-the-wool teacher of the old school can discover and appreciate the ideas, goals and personal attitudes that are now generally recognized as essential. The lesson of the moment must seem important for its own sake, not merely as a means of getting into the next higher class or school. Pupils need to share in planning and evaluating each day's work. Children should be understood as individuals having different backgrounds, capacities and interests. A teacher's smile or frown is as much a part of the curriculum as the topics in geography or arithmetic. So runs the list of propositions. The author claims no originality, but only a compilation of counsels that recent experience has shown to be productive of better results, as measured in terms not of high marks for a few but of good citizenship for all.

This little volume deserves to be carried in the pocket and consulted so often as to wear it out in jig time.

SOME PRINCIPLES OF TEACHING. Harold Spears. Prentice-Hall, Inc. $1.25

Modern-School Solid Geometry

Why does solid geometry contain more planes than plane geometry? Anyway it does. And this is where the student who did well in plane geometry may fail in solid, simply because he can't visualize objects of three dimensions or, if he can, is unable to draw pictures of what he sees. So why not a short course in perspective drawing before one ventures upon solid geometry?

With or without such preliminary study, the student equipped with **Modern-School Solid Geometry** by Smith and Clark, will find the subject taken up with the customary theorems and abundant exercises, but with more consideration of his probable difficulties than was given in such books a generation ago. Also there are indications of what to memorize and how to do it. What textbook of thirty years ago illustrated a dihedral angle with an open book, or gave the reader a photo of an Egyptian pyramid at Gaza to gaze at? There really isn't much to say about a revised edition of a solid geometry save to bid any one whom it may concern to examine it with critical eye and see if it makes a good framework on which to hang good teaching. In the present instance, the burden upon the teacher should be lighter to the extent that the authors have supplied part of the teaching.

MODERN-SCHOOL SOLID GEOMETRY. Smith and Clark. World Book Company, Yonkers, New York. $1.76

Guidance Handbook

This **Guidance Handbook for Elementary Schools** seems aimed at helping teachers to render their work effective with all the children by discovering and treating each one as an individual. Yet we must say that the recommendations are realistic, taking into account the fact that a few children offering special problems will receive more attention than the majority. An initial chapter of general orientation leads into a discussion of methods of observation, note-

taking, testing, consultation with guidance officers, superintendent and parents. The importance of chronological age in promotions is emphasized, the authors believing that it is seldom advisable to have a pupil retarded or advanced more than one year. Such matters as methods of motivation and correction are taken up in some detail, as are school and home cooperation and the ways of guiding the social growth of children. One of the chapters describes a typical situation in which a school system becomes a target for criticism by its patrons and decides to examine itself and report back to the community. But why not retain the approval of the community by constant efforts at interpretation? In a word, why allow the schools ever to get into a jam with citizens in the first place? On the whole, however, this handbook is affirmative and should prove useful.

GUIDANCE HANDBOOK FOR ELEMENTARY SCHOOLS. Division of Research and Guidance, Los Angeles County Schools. California Test Bureau, Los Angeles.

The Precise Word

What would not our editor give if all his well meaning contributors had mastered the information set forth in **The Precise Word**! Yet this is merely a high school way station on the road to the more perfect diction of the university. (For "more perfect", see the Declaration of Independence.)

The Precise Word is a workbook and a study book as well. Beginning with that vexatious indoor sport known as precis writing, in which the teacher is too often a tyrannical umpire, the author advances over what was once called "rhetoric." Figures of speech, the four forms of discourse, the details of correct and faulty diction, the types of sentence, all are discussed and plentifully illustrated. A section on the art of definition is included and should prove valuable to those who can or will take it to heart. There are a few spelling lessons and some exercises in pronunciation. There are sentences with blanks calling for just the right word chosen from many pretenders. Your reporter admits turning to a dictionary more than once and smiling out loud over several of the samples borrowed from students' themes. No doubt the pages on figures of speech involve the greatest strain on teenage intellects chiefly because the citations are necessarily brief and out of context. But the book as a whole is challenging and by no means dull. As stated above.....but what's the good of wishing?

THE PRECISE WORD. Adams, Sterner and Wise. Odyssey Press, New York. $1.12

First Course in Algebra

Revised in the light of experience, **A First Course in Algebra** by Lennes and Maucker has emerged with new features. Most conspicuous of these is the so called "target" at the front of each chapter. It always helps to know what one is shooting at. No doubt it helped the authors themselves thus to clarify their aims. At each chapter's close, they ask, "Did we hit the target?" This, too, is challenging.

The book is admittedly conservative and is purposely kept free from needlessly complicated "cases." The authors believe that plenty of practice in doing what can be done well is better than a lot of puzzles that permit only partial success. There are many specially marked exercises for the brighter students, but the core course is comparatively easy, though none of the traditional topics has been omitted.

The working principles are stated in bold face type and the student is encouraged to notice and apply them. There are chapter reviews, cumulative reviews and other apparatus for clinching the lessons. Unusual care seems to have been given to building the bridges from arithmetic to algebra. Thus algebra loses much of the strange, almost foreign, aspect it often had in earlier texts.

A FIRST COURSE IN ALGEBRA. Lennes and Maucker. The Macmillan Company, New York. $2.40

Psychological Factors in Education

Although a course in psychology is supposed to have been taken before the teacher or teacher candidate studies **Psychological Factors in Education**, this text does not appear too difficult for the novice. In some ways it might make a happier beginning of one's work in psychology than the usual elementary treatise.

The book is as direct and concrete as its title indicates. It aims to show what causes different children to act differently — or alike — under a given set of circumstances. Due attention is paid to the need for providing situations in which success is possible, since failure breeds discouragement and further failure.

An important feature of the work is the abundance of opportunities for self-evaluation presented to the student at the conclusion of each chapter. These questions should provoke much thought and frequent discussion. They include typical problems encountered in the first twelve grades.

The whole thing centers around the solution of specific cases. The principles to be applied are stated in advance and these make up the body of the text.

PSYCHOLOGICAL FACTORS IN EDUCATION. Beaumont and Macomber. McGraw-Hill Book Company, New York. $3.00

Teaching Children to Read

Educators in every decade have believed they had finally discovered the best method of instruction in reading. Have we any reason to suppose today's fashion is ultimate or best?

We cannot, of course, be sure. But there seems to be more common sense and balance than at any previous time. Such at any rate is the impression one receives from a rapid survey of **Teaching Children to Read**, which is the combined work of three specialists in this field. The authors say they have aimed at lucidity and practicality in this textbook for those preparing to teach or for those already on the job. Apparently these aims have been kept in mind and few if any shots have failed to hit the target.

The trend at present is away from extremes toward a somewhat eclectic pattern. Children should learn to read both orally and silently. They should read for information and appreciation. They should be ready to read before they begin to do so. They should learn to recognize a few words by sight before learning to apply structural or phonetic analysis to identifying other words.

Through the pages of the book one sees the whole complex problem unfold from grade one well into high school.

TEACHING CHILDREN TO READ. Adams, Gray and Reese. The Ronald Press Company, New York. $4.00

EDITORIALS

TEACHING MENTAL HEALTH

A prominent medical authority recently cited the increasing prevalence of mental disorders, the general confusion as to causes and cures, and the evident need for early prevention through mental hygiene instruction in the schools. It seems like quite an order—this turning over to the teacher, with what aid she can get from books and specialists, of a problem which the best minds in the medical profession itself are admittedly unable to agree about.

But this does not mean that teachers are obliged to wait until all is understood before doing what they presently can do in many instances to promote a healthy state of mind in children. Some symptoms of maladjustment are so obvious that any teacher may recognize them. Children who are frequently picked upon, children who refuse to associate with their mates, and children who persist in bullying are easily noted and their social attitudes can often be improved by thoughtful attention. Good teachers are forever doing valuable service in this unchartered area through individual ministrations sometimes enlisting the cooperation of others.

One high school graduate lately acknowledged his debt to those of his teachers who had, as he expressed it, "cut my path through the jungle." Bewildered by a complex world and a babel of talk, and oppressed by poverty and dissension in his home, the lad found in some classroom the clearing he needed.

Such are the ways in which any wise and sympathetic teacher can help—as many always do.

LAYING IT ON LAYMEN

When Superintendent J. M. Reed of Danville, Illinois, applied to his state university for help in determining the school building needs of his city, he drew forth a suggestion that has significance for other school heads harrassed by the same problem. The suggestion was that a committee of citizens be formed to make a survey. Some one at the University of Illinois thought the Danville taxpayers would respond more readily to what a group of neighbors outside the schools should recommend than if school authorities themselves were to decide what they wanted and then try to press their demands after the usual manner in such cases.

The Danville committee comprised a banker, a newspaper editor, a doctor, a labor leader, business men representing both large and small concerns, and a woman member of the P. T. A.

It set up subcommittees to study population trends, community finances and other important aspects of the situation. The university furnished outlines of what should be done to round out the picture. The citizens' committee spent a year and a half on its task.

We haven't yet heard the end of the story. But we can see more chances of a happy ending than are to be found in most localities, where construction projects of a similar nature emanate from school authorities and often have a hard struggle, including turndowns and postponements, before an adequate school plant is achieved. Often as not there has been so much delay in getting the program adopted that the schools are no sooner built than they burst at the seams with swollen enrolments and the system is once more afflicted with the same headache.

Provision for education is a community business. Where heavy additional taxes or bond issues are sure to be required, by all means let a community group of laymen be first to break the news.

Mind you, not all communities are like Danville. What works in one place may not work in another. But Danville is worth watching.

"APPLIED" COMPOSITION

The sad fact that many graduates in engineering are unable to write understandable reports of their achievements or to present their proposals in proper and convincing form, has at length come home to some of the engineering schools. Naturally they will do what needs to be done, for that's the engineering way.

At Rensselaer Polytechnic Institute, over in Troy, New York, Dr. C. H. Gray, as head of English instruction, has announced that the already existing course in applied composition will be supplemented by special attention to the writing demands of certain subject fields, starting with chemistry and extending as time goes on into physics and other areas. Instructors will be assigned to different departments to supervise the writing of reports and theses.

Maybe part of the solution lies in the opposite direction, namely in requiring or supplying more of a background of liberal education before the engineering student mounts his horse to gallop forth into his profession. Cornell and Massachusetts Tech are working along these lines.

Yet there is more to this idea of applied composition than its implication for engineering schools. Even the schools below college level might find it helpful to assign

English teachers to guide pupils in preparing reports in certain fields of study where English is used and often abused. There is motivation in writing about what one has studied. Yet outside of the English class with its book reports, a great deal of very careless writing gets by the average teacher, either for want of time or because the teacher himself has little regard for language standards.

Find any place in the curriculum that leaves no room for English!

JESUS ON LIBERTY

Revolutionists and political agitators of all sorts have tried with very little success to prove that the founder of Christianity was on their side. His statement about rendering to Caesar the things that are Caesar's has always disappointed the enemies of empire.

Maybe if we turn to the familiar prayer that Jesus taught his disciples we shall get to the core of the matter. There we find an urgent desire for the kingdom of God—the human race doing the will of God. This, by the way, is no arbitrary will of a despot, but a set of rules that would, if followed, make for happiness all around.

As for liberty, the Lord's Prayer states it in four words: "Deliver us from evil."

To deliver is to free.

Free us from evil men, evil institutions, and the evil that is in ourselves.

Search through all the books of all the wise men. You will not discover any concept of liberty to match the one repeated so glibly by many of us each Sunday . . .

Deliver us from evil!

Deliver us as individuals, as social, political or economic groups, a nation, and as a family of nations.

Two thousand years, and we continue to walk in chains.

OUTSIDE INFLUENCE

Everything that goes on in a community has effects that are educational—for better or for worse. Often the people in charge of newspapers, radio stations, motion pictures, banks, stores, police departments, political clubs and a dozen other enterprises give too little thought to their functions in the molding of young citizens outside school hours.

A year or two ago some of the parents in Tenafly, New Jersey, were shocked by what their children were seeing on Saturday afternoons at the local movie house. They protested to the manager and were told he could do nothing. So they organized to include representatives of various groups, and soon had a rival theater going in a school auditorium, with school projectors, student operators, volunteer ushers and ticket takers, and carefully selected films to delight the youngsters without misguiding them, features that might even contribute to their minds and morals. The programs proved attractive and were only given up when the commercial picture palace secured a new manager, willing to cooperate by making the Saturday shows what they ought to be for children.

We hear a lot about "pressure groups" and their selfish efforts to get or prevent legislation. Pressure groups of an opposite sort, altruistic rather than selfish, might well be set up in every town and city, with the object of making the local environment more nearly what it ought to be for children and youths—more wholesome even for adults. Almost any one can start this kind of movement. It has to begin with some one person—not necessarily some one else.

REALISTIC NONSENSE!

Now and then a bit of what once was news is kept around the office for possible editorial comment. Someone apparently thinks these pages a proper repository for stale material—or a place where the permanent aspects of a bygone story can somehow be given eternal life.

A case in point is that of a yellowing news release from a teachers' college, one of whose professors conducted a probe of school children's thoughts on the subject of social and economic distinctions. The conclusions, if any, were that children as they grow older become conscious of certain differences within the community due to varying degrees of wealth. The investigator found, for one thing, that the sons and daughters of foundry workers generally pictured themselves as entering that line of work.

It all sounds like something in England or any other country with traditional notions of holding nearly everyone to the occupational level into which he was born. It isn't that way in America and we hope it never will be.

Let the professional sociologist make his studies of urban and rural life in any localities he wishes. That's his meat and drink. Also he will glean facts that call for betterment.

To give children a realistic awareness of where they, because of their parents and other forbears, stand in the social scale, is to magnify artificial differences and discourage discovery of the real self, the individual whose own particular qualities should determine his true worth and his eventual place in the community.

If laws don't protect immature human guinea pigs, common sense ought to.

THE TIRED TEACHER

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon, West Virginia

One afternoon last spring when a group of us were indulging in pedagogical reminiscences, I made some mention of the year in which I had taught four sections of freshmen English composition in so many successive periods. We all agreed that a situation precluded the most effective teaching.

One of the company ventured that the first period was my best, his hypothesis being that I had come to class fired with enthusiasm and that with each hour I had become more discouraged and less inspiring. Another took issue with him. His theory was that as the morning progressed I had learned through trial and error and that my last period represented my highest accomplishment. Although his reasoning was more nearly correct than that of the other man, both were wrong. I had done my most effective teaching during the third hour. Through my immediate experience I had learned what to eliminate and what to emphasize, my formulation of questions improved, my presentation of material more accurately hit the mark. The reason my progress did not continue through the fourth hour is obvious. By that time I was too worn-out to teach well. A tired teacher can never do his best.

Teaching is hard work. No enlightened person will deny it. In my pre-collegiate days I had considerable experience at the hardest of manual labor on the farm and in the factory. And in the light of this I say with high assurance that I have never been so completely fatigued as I have sometimes been at the close of a long and difficult day of teaching. Yet I remember hearing one teacher make the statement that he could teach five hours continuously without becoming tired. His airy dictum puzzled me, probably more so because he was a man of minus rather than plus vitality. Eventually I discovered the cause of his not being fatigued. He held classes, but he did not teach. Droning over predigested material is a travesty of the teaching process. If a teacher does not expend nerve force, nothing is happening in his classroom. He who has learned to conduct classes without weariness has become a past-master of the art of boring.

In *College English* for November, 1945, there was an article by Calvin D. Linton entitled "Teaching the Heart of Literature", which described the scintillating and inspiring teaching of Dr. Hazelton Spencer. In it we read the following: "When the bell ending the period rang, the class had been through an intellectual and an emotional experience that they would not soon forget. And one more thing: I, a student in that class, returned with the professor to his office. When he sat at his desk, he was an exhausted man—and so will every instructor be who has taught English literature properly for an hour." Most of us cannot afford to be "absolutely exhausted" at the end of an hour. Other periods are likely to follow, often in immediate succession. But no man can accomplish what Professor Spencer is reported as having done without being physically and emotionally depleted. It takes vitality to break down the apathy of a class and to lift its members into a responsive mood, where they can be illuminated, stimulated, and inspired.

There is much more to the teaching process than some of us have realized. Although too many teachers still take for granted that our task is simply to distribute a few peppercorns of knowledge, those who have thought through the matter of educational aims and values realize that the fundamental task of the educator is to develop people. General education, concerning which we have heard so much during the past few years, centers about the truth that our schools and colleges exist to cultivate the traits of mind and heart make for well-balanced, attractive, efficient personalities.

This implies that teaching cannot be separated from emotions. In referring to the barren university education of his day Tennyson wrote:

> Therefore, your Halls, your ancient Colleges,
> Your portals statued with old kings and queens,
> Your gardens, myriad-volumed libraries.
> Wax-lighted chapels, rich-carven screens,
> Your doctors and your proctors, and your deans
> Shall avail you when the Day beam sports
> New risen o'er awakened Albion-No!
> . . . . . .
> ..You that do profess to teach
> And teach us nothing, feeding not the heart.

One of the most important and difficult phases of teaching is awakening the heart and guiding the

emotions. Many sins of omission have been committed right here. About thirty years ago when I was delivering some addresses at a teachers' institute, one of my older colleagues with the kindest intentions told me that I should put a little more "analysis" into my interpretation of poetry. That was just what I did not want to do. "Analyzing" was the besetting fault of his generation. It was a process of literary dissecting. It concerned itself with empty externals and neglected the great imaginative appeal of literature. For example, in dealing with a sonnet it stressed the splitting up of the fourteen lines into an octave and sestet and the diagramming of the rhyme to see whether it was Shakespearean or Italian. All this may be harmless or even mildly useful. It is, however, calamitous if it means ignoring the fundamental ideas of the poem or failing to widen horizons and catch the glow of great inspirations. Sometimes a teacher of literature must help a poem to do for a student that which Wordsworth did for the starved emotional nature of John Stuart Mill, who testifies in his autobiography: "What made Wordsworth's poems a medicine for my state of mind was that they expressed, not mere outward beauty, but states of feeling, and of thought colored by feeling, under the excitement of beauty. They seemed to be the culture of the feelings, which I was in quest of."

To illustrate the emotional aspects of teaching, I have drawn upon my own particular territory, but the same principle applies to other areas of knowledge. Wherever curiosity is excited, intellectual activity is stimulated, new interests are aroused, and the joy of discovery is experienced, emotions are brought into play. In his famous chapter on "Pedagogy" in *Sartor Resartus* Carlyle has described learning as "Thought kindling itself at the fire of living thought" and adds, "How shall he give kindling, in whose own inward man there is no live coal, but all is burnt-out to a dead grammatical cinder?" The kindling of thought is an emotional process. The teacher who does it is giving of his own vitality. If nothing comes from him, he is not teaching. An emotional outgo is always fatiguing. This is one of the reasons why a teacher finds his work exhausting.

Herein lies a problem both for educational administrators and for the teacher himself. Meeting classes is not the only function of the present-day teacher. He is a part of an educational machine and certain extra-curricular duties devolve upon him. Some of these are undoubtedly necessary. I remember, though, a high school principal who was so susceptible to every new fad that his teachers were driven to the verge of nervous prostration carrying out the experiments about which he wrote so learnedly. It was many years ago that Woodrow Wilson expressed the fear that in the American college the side-shows would overshadow the main circus. Something like this can happen in the life of any teacher. One of the initial responsibilities of school administrators is to see that the teacher has a chance to teach. This means that no burden will be placed on him which will deplete his vitality, undermine his stamina, and dampen his enthusiasm.

In this area it is hard to separate the responsibility of the administrator from that of the teacher. The latter must do his best to keep fit, physically and psychologically. And this means more than lies on the surface. I remember an underpaid teacher of the last generation who tried to add to his meager income by farming and carpentering. Occasionally one would see his old gray horse attached to a wagon-load of lumber, standing in front of the building in which he met his classes as he ran from one job to another. His teaching was a minor part of his many activities. Even if he had been physically able to do all that he was attempting, his general life would have untuned him for the pleasures and responsibilities of the scholar.

Players are supposed to keep themselves fit for games. The teacher should do his utmost to be in the best possible condition for the nerve-taxing work of teaching. Even educational duties can interfere with this. During a year of my academic life, I served as a dean. This experience is not a completely pleasant memory. I spent the periods between classes dealing with various administrative details. There were letters to dictate, courses to arrange, students and teachers to interview, frictions to iron out, unpleasant answers to give, and problems of all kinds to solve. In the midst of this melee a bell would ring telling me that it was time to meet a class, and I would rush upstairs for an hour of teaching. Needless to say, I had some difficulty in switching my thought life from the confusion of the office to Browning and Tennyson, or Emerson and Thoreau. Any factor, either personal or academic, which prevents a teacher from facing his students well-prepared, not only intellectually but physically and emotionally, is to be studiously and persistently avoided.

This problem has wide ramifications. It is related to the matter of vacations. Traditionally teachers are supposed to have long vacations. Whether or not they need them, they do not always get them. Summer sessions have become an accepted part of collegiate routine. Many elementary and secondary school teachers are driven to these in order to get their "credits". I have seen tired teachers in classes for the

months which should be devoted to rest and recreation. There can be such a thing as permanent fatigue. And there is nothing more detrimental than this to real teaching. In Rugby Chapel, Matthew Arnold speaks of the "radiant vigor" of his illustrious father, Dr. Thomas Arnold of Rugby. This noble phrase describes a quality which is a priceless asset wherever teachers and students gather together.

WRESTLING WITH SUPERMAN

CLARENCE B. WIBLE, JR.

Superman and Captain Marvel have an advantage over most junior and senior high school teachers: they can soar far into space, level buildings with their fists, shoot death-dealing rays from their incomparable pistols, and swat airplanes from the sky as casually as most of us present Shakespeare to our classes. Or even more simply, they have an advantage in that they unfailingly interest the young readers whom they approach with their well-muscled charms.

Aside from the sound and fury, from the ranting and raving over the appeal of the comic books as opposed to the so-called "better" books in the school curriculum and library, just how can the junior and senior high teacher meet the challenge of the well-established lords of the juvenile universe? Action in the right direction is not as difficult as it might at first seem.

Let's examine the Negaunee, Michigan, high school's encounter with Superman and Captain Marvel. The English department of that school used a program in which their students were encouraged to read any type of book they desired. If they wanted to read the "pulp" magzine stories, the magazines were supplied. The Rover Boy books, the Tom Swift and Altsheler books were made available when requested. No holds were barred; the students were to read anything as long as they read, though the teachers, as skillfully as possible, encouraged their charges to read widely in the field of their greatest interest. Though this may seem a left-handed way of meeting the challenge, the program at least partially justified the novelty of the approach. Ruth Schoonover in her article, "The Case for Voluminous Reading," which appeared in the February, 1938, issue of the ENGLISH JOURNAL, wrote:

"Though the final results of the program defy any attempt at exact measurement or evaluation because they are too subjective, enough significant data can now be submitted to justify our belief that junior and senior high school age pupils will, in general, if given free range and opportunity to choose from a wide varity of attractive books, read voluminously and that their reading tastes and appreciations gradually progress toward a point at which they voluntarily select the better books." As Miss Schoonover has said, the results, at best, are partial and gradual; but a habit is being formed, an interest is being encouraged that may later allow for more mature taste in selection and appraciation.

The *old* book report must go! By the *old* book report, I mean the formalized oral and written reports that have been used and abused in school as long as I can remember. It has been my observation that students hate book reports as such. Interest and zest in reading are often dulled when the student knows that at the end of the trail he must sit down and painfully write a "report" of what he has read; or stand in front of the class and mumble through the main characters and their troubles and, at the end, chant the prescribed rote, "This is a good book, and I hope all of you will read it." I think there is an answer to this faithful interest-killer of reading. Let the requirements for student book-reporting be the following:

(1) Each student will read ten books over the school year as part of the required work in English.

(2) A student may choose a book outside the usual required "list" if the book is approved by the teacher (and the approval should be almost automatic).

(3) Each book read will be *discussed with the teacher in an informal, friendly manner, or in small groups.*

This plan, of course, takes for granted that the teacher knows most of the books (and she should); it takes for granted, too, that the teacher will be willing to accept the added burden of individual instruction that the plan implies. This plan can work; it is worth the initial outrage of the students at having to read *ten* books, and it is worth the extra effort of the teacher toward becoming a human being teaching English.

When it comes down the line to a choice between Superman or Steinbeck's *The Red Pony*, the teacher must be careful in considering each reading student as an individual. It seems next to impossible to interest a *group* of students in their reading. Yet, as a teacher talks individually with students about their interests in relation to their reading—when she sees them in the library, in study per-

iods, in the halls — she can accomplish much. Find out whether John Jones is interested in this or in white rats, whether Mary Smith is interested in cooking or in ballet-dancing; *then* direct their reading into those channels. If a teacher can, in the course of a school year, so find out each child's interests, and suggest books accordingly, she is doing the child and her profession a definite service.

Finally, teachers should remember that they cannot inspire interest in better reading unless they are interested in reading themselves. Far too many teachers seldom get beyond a few popular magazines. They feel that they have read most of the worthwhile books, or that many of the new books are too old for their students, or that they might be "shocking." There are many good, new juvenile books, but they do not "push" them because they do not know them. They do not read to their students in class because such reading is not part of the curriculum. Teachers *must* get on their toes and know and share what is new in the world of books with their students; they must become inspired salesmen of reading and literature or the reduction and cheapening of educational values in our country will become more serious than it now is.

As long as our children are forming tastes conditioned by Superman, by Abbott and Costello and by the Hollywood miraclemen of crime and sex, we must challenge the stink of the gag, the custard pie and the leg show with a definite, revitalized program of reading and enjoyment of reading.

TEACHERS LOOK AT SUPERVISORS

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Recently I read an excellent account by a high school principal of his methods of supervision. He confined his illustrations to his own school — wisely, I think, for there are thousands of districts in the nation and each one has characteristics all its own. In general, however, supervision seems to be the responsibility of supervising principals or superintendents, and building principals, and the typical supervisory set-up would seem to be that of an administrator with from ten to several hundred teachers. In larger cities or in some counties the pattern would be somewhat different, of course; there may be special supervisors and various types of organization. But the large majority of teachers are employed in schools in which the principal is also the person who supervises instruction. They may expect to be visited several times each term, to be praised, criticized, or ignored as the case may be, to be given suggestions or perhaps instructions, to be asked for comments about things in general, and finally to be rated as good, fair, and indifferent.

Regardless of how few or how many the visits of the supervisor may be, teachers have definite views about the whole procedure, just as supervisors have definite views about the teaching or lack of teaching which they must appraise. There are always a few teachers who will resent any supervision, and there are always a few who will expect more supervision than can be provided by busy principals and superintendents. There are also teachers who are appreciative, understanding, or completely indifferent. But whatever the teachers' attitudes may be, they are important.

How do teachers look upon supervisors and supervision? It is quite possible that the purely human elements are more important technicalities, devices, or approved methods of procedure. These purely human elements which cannot well be measured in scientific studies have too often been ignored in all phases of education. Supervision in education is different from supervision in business and industry, and the puzzled supervisor will be able to obtain little help from reading books concerning methods of handling employees or popular guides on how to win friends and influence people. For one thing, teachers as a whole are well enough educated to appreciate better reading material than such guides represent. The teacher of today is often as well educated — although in a different field — as her supervisor. The situation in industry in which a trained boss is put over a group of untrained laborers does not compare with the situation in the typical school where the supervisor, a college graduate, is working with teachers who are also college graduates. The school supervisor needs to be infinitely more democratic and diplomatic than the boss in industry. The habit of saying "my teachers" which some high school principals use may offend some teachers. Much depends upon the tone of voice of the person talking. If the term is used improperly so that it sounds reminiscent of the old days, it may be bad. In the old days, you remember, the only person

(and the only man) in the school system who had more than a grade school education plus a few weeks at normal school was the supervising principal. The teachers, being women, didn't even vote.

What I have heard teachers say about supervisors can be discussed under four headings:

1. On being a human being.
2. On knowing what is wanted and stating it plainly.
3. On knowing one's own job.
4. On studying people.

The fact that a man has been chosen as a supervisor is usually in itself a good indication that he is an admirable human being or was at the time he was given the position. Usually, too, he was an excellent teacher in his own right, although it does not always follow that to be a good supervisor a man must have been a good teacher. It is usually true, also, that the supervisor is as intelligent as any of his teachers. There are exceptions, of course, for certainly many supervisors owe their positions to political influence or to the happy circumstance of being men who are physically strong enough to control mischievous boys. But assuming that the supervisor is intelligent, an admirable human being, and excellent teacher in his own right, a fair minded man, neither arrogant nor conceited — what then are the dangers which teachers may point out to him? Supervisors do fail as well as teachers; supervisors have problems as well as teachers.

Danger number one lies in the realm of human relations. The supervisor--and, indeed, the teacher as well—is in a position of command, and it takes balance and wisdom to avoid having one's personality warped and his sense of proportion submerged. When one starts to talk or write in this manner—"My teachers—I have difficulty persuading my teachers to follow this suggestion—I solved my problem (a school problem) this way—In my school—How could I lead my teachers along the path of growth—" again, when the supervisor starts to talk in this manner, the danger signals are flying, and someone had better go behind the words to analyze the thinking. I once heard a superintendent of schools, a very human individual, refer to a supervisor who talked in the above manner as being "a fellow whose halo was very definitely getting in the way of his heart action."

The supervisor has the right to expect that teachers shall be able to teach, and he has the right to insist or demand that they do teach to the best of their ability. But few good supervisors believe that they can tell teachers exactly how to teach, and few fair-minded teachers expect a busy administrator to provide detailed guidance. A wise supervisor will realize that his own pet methods of procedure, while excellent for himself, are not the only ones possible. There will be individual differences among teachers as well as among pupils. A supervisor will realize, also, that one does not teach French as he does history or chemistry and that the objectives in teaching algebra differ from the objectives in teaching English Literature. Finally, the supervisor should be willing to admit that his rating of teachers as superior, average, or poor is just as subjective as a teacher's grading of essay-type examinations and just as subject to criticism.

The supervisor, especially the one who is too busy to make frequent visitations, will do well to avoid snap judgments; he will attempt to go beyond appearance to essence. Occasionally, his judgment of a teacher may not coincide with the judgment of the teacher's co-workers who know her better or have talked with her more informally. Many school systems have their forgotten men and women, individuals of superior attainment and ability, just as they have their quota of pushers and fakers and seekers after popularity. We have made a fetish of appearance in our times and our false standards in this respect have affected education. A pretty face is still no substitute for brains. A picture appeared recently of one of the most famous scientists of our time. He was in his university classroom attired in a crumpled sweatshirt and an unpressed pair of slacks. His hair was tousled. A student took the picture, pasted a blank paper over the face, and took the photograph to a graduate class in education. "How would you like to employ this man for a science teacher in your high school?" was the question asked principals. It is not difficult to imagine some of the responses obtained. Yet, a judgment based upon first appearance is a snap judgment.

"I wish my supervisor knew what he wanted and would state his principles in plain terms," teachers often say. This is usually a matter of educational philosophy. Is the supervisor a pragmatist, an idealist, a realist, or something else? Usually, despite common belief that all educators are pragmatists, the typical suervisor is likely to be a little bit of everything. Moreover, he is probably inclined to change from year to year—perhaps a wholesome as well as a human tendency. But he should be clear about what he thinks at any given moment.

"What do you make of this?" inquires a teacher of literature. "He criticizes my teaching and ends with the statement that teaching should be dynamic and pragmatic." This is a good question. Assuming that teaching may just as well be dynamic and pragmatic as anything else, what exactly do the words mean? How should one go about teaching literature in such a way? Dynamic suggests power, physical energy. "I was sitting at my desk listening

as the children read poetry and hoping that they would find something to discuss. They found something to discuss and expressed themselves—which is what I wanted." What constituted the dynamic in this situation? Should the teacher in a burst of energy have taken the floor herself and enthusiastically lectured? Should she have paced up and down like a classroom master of ceremony in a frenzy of physical endeavor? The teacher didn't know. What did the supervisor mean by pragmatic—acting, busy, pertaining to the material, commonplace, working out as idea in experience rather than theory, or something else? How could this teacher who was trying to have her students express themselves while she listened have been dynamic and pragmatic in her teaching. Or if she had been dynamic and pragmatic would she have been teaching as the supervisor wanted her to teach? Tag lines as comment, although they may be true and sound educationally, are not effective without explanation. Words have a way of meaning different things to different people; the same word may not mean the same thing every time it is used. "Teaching should be dynamic and pragmatic" becomes simply a meaningless bit of jargon. It would be much better not to comment at all, or to comment simply. Usually the supervisor has time for only a few statements and these might just as well be self-explanatory. The supervisor might wisely use a teachers' meeting or a mimeographed pamphlet to make his own educational philosophy absolutely clear. He might let his teachers know just where he is a pragmatist, realist, or idealist. He might indicate whether he is progressive or traditionalist or middle-of-the-road. He might also make it clear how much he desires or expects his own educational philosophy to influence the teaching being done in the school. If he expects complete conformity with his own views, he should state this at the time he employs teachers. If he holds the democratic ideal of allowing teachers freedom of choice, and at the same time is definitely progressive or traditional in his own theory, he should be very much upon his guard when he appraises teaching. For one to offer teachers the freedom to teach by whatever methods they choose, and then condemn them for so doing is not much improvement upon dictatorial procedure and results in much confusion and ill feeling.

What does it mean to say that a supervisor should know his job? Let one teacher express her opinion. "He should have the usual ideal personality traits expected of teachers; he should be a leader in his school and community; he should be a large-minded man, without prejudice, and incapable of holding grudges; he should have a good over-all view of every subject taught in the school; he should be learned in educational psychology, history, philosophy, and methods; he should be familiar with the latest educational research and writings. More than this, as the leader of the most important cultural institution in the community, he should be cultured. He should be able to talk intelligently about books, music, and the arts. He should be familiar with the current of thought in the larger world about him. In addition he should be physically strong enough to control football players."

This is a large order—perhaps an impossibly large order, but there is a slight bit of poetic justice in stating it. As the teacher who spoke her mind explained, "When I was a beginner just out of college, I read a list of things which were expected of the good teacher. As I contemplated this long listing of ideal traits and imposing qualifications and compared them with the traits and qualifications of even the best people I knew—the doctors, lawyers, and business men of my town—I thought, they don't want teachers; they want angels." Just so. We have had too much of this inspirational nonsense. "And now," continued the teacher, "if I am supposed to be that ideal good teacher, what should my supervisor be?"

As one looks back over the supervisors, he has known as student and teacher, he realizes that just as he has never met the ideal teacher, so also he has never met the ideal supervisor. There is no such thing. Some of the teachers and supervisors on the list have thought themselves to be ideal, but in general this group was not so good as the average. Among the best supervisors he has known—and by 'he' is meant any of us—was one who was not attractive and not too careful of his personal appearance; another was not by any means as well educated as he might have been; another was weak physically and knew very little of what we speak of as education; another knew all about education and almost nothing of anything else. But they were all in their own way efficient and pleasant to work with. All of them believed in and practiced democracy, and all of them were human beings and had the human being's inevitable faults. All of them wanted to teach and to supervise. All of them had ideas which to other people seemed rather ridiculous, but all of them had studied human nature thoroughly enough to be able to live with the ridiculous ideas of others. But most praiseworthy of all, perhaps, is the fact that none of these very successful though less than perfect supervisors even in the most optimistic moments ever expected to employ that impossible and rather depressing paragon—the ideal teacher. Moreover, he never even mentioned her in teachers' meetings.

ACROSS THE OFFICE DESK

JAMES NEWELL EMERY
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AS THE PUBLIC SEES US

Only recently has the general public recognized that teaching is a real profession and that those who practise it must be as rigidly qualified as the doctor, druggist, attorney or dentist.

But only within the working lifetime of many of us has the general public recognized that teaching is a real profession and that those who practice it must be as rigidly qualified as the doctor, druggist, attorney or dentist. States in the main have lengthened in quantity and stiffened in quality the years of required preparation. Most states have increased the period of training from two and a half years to four years, and granted a bachelor's degree at its close. Most states have put real teeth in their certification laws.

There is less and less chance for the high school graduate who hasn't been able to connect with another job to take a try at teaching for a term or perhaps a year, after a perfunctory local examination which might have tested her knowledge of what 2 x 2 totals, or the ability to spell *cat* and *rat*. Following this generally farcical examination, she was turned loose on a country school of some twenty young people, to flounder her way as best she might through everything from teaching the alphabet to square root and the niceties of English grammar. No wonder the public looked askance on teaching as a profession when such low standards were maintained, and drily commented, "Them as can, do; them as can't, teach." Perhaps that's all we were entitled to expect from the six dollars a week stipend we paid those girls.

It has taken a long time and a lot of hard work to get the man on the street or the parent at home to realize this status. The attitude of the general public toward a teacher has been rather complex and inconsistent: On the one hand, the teacher and the teacher's calling have been put on a sort of pedestal, as one involving personal sacrifice, with the rewards, most of them, in a feeling of having done one's duty toward improving the world.

Mixed with this viewpoint is one that the teacher is a public servant, to be berated by any parent or anyone else concerned whenever a child fails to attain the expected standard or whenever the layman's conception of methods, subjects or administration differs from that of the teacher —and there is no more positive individual than the layman who knows little or nothing of the difficulties, technicalities or responsibilities of public school teaching. Mingled also in this attitude is a more or less fixed conviction that the teacher is a person whose competence in any other line of work is questionable, a person who has sought refuge in teaching because of that fact.

The movement for stiffening the requirements for entering the profession preceded the realization that these increased standards meant fewer qualified teachers available, and that these better trained men and women must be paid an adequate return to enter the profession or stay in it. Only in the last decade, has the public gradually become cognizant that teaching demands more adequate preparation, greater esteem — and more pay.

The first item the public was inclined to accept wholeheartedly; the second with somewhat less enthusiasm, but without much open argument; the third with passive reluctance and in some cases open opposition. There are die-hards who still insist that the teacher's job is a soft one; that she is stepping down from her pedestal when she insists on consideration for her material needs. She ought to teach mainly because of a do-good complex, and that virtue should largely be its own reward. You will still find this outlook even among members of the profession itself. Spasmodic and often vitriolic letters to the editor in almost every newspaper assert this with some vehemence—and doubtless have a certain influence in shaping public opinion. But on the whole the movement has gained national recognition that teaching is a profession that demands adequate preparation, high esteem and adequate pay.

The public fights shy of a cut-rate physician or dentist; in the case of serious illness it wants the best medical and surgical attention possible, regardless of cost; the man who gets into a jam with the law, or is involved in an important lawsuit seeks the best legal advice and assistance available, regardless of what the attorney's fees may be; yet all too often we have been complacently willing to have the minds, opinions and ideals of our boys and girls formed during the most critical period of their lives by teachers whose training was inadequate, whose personality was second-rate, who deserved little more than the inadequate pay they received. Cut-rate service is no bargain in the long run, no matter where you get it.

PICKING LIBRARY BOOKS COOPERATIVELY

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Many people — teachers, librarians of school children, and school administrators—have a part in the selection of library books for the elementary schools of Newton.

During the first week in April, more than 600 books were placed on display in the DIVISION OF INSTRUCTION building so that every teacher and principal in the 22 elementary schools might examine them and make selections for their spring orders. The exhibit was under the supervision of the librarian who was assisted by the Consultant in Elementary Education, the Consultant in Reading, and the children's librarian of the public library.

Books were assembled under eighteen divisions, tying in with units studied at the various grade levels. In addition, there were the usual general library groupings such as BIOGRAPHY, POETRY, HOLIDAYS, and SCIENCE.

As an example of a typical unit, it might be of interest briefly to examine the forty titles which appeared on the "CANADA" list. (The study of Canada is part of the work of the 5th grade social studies program.) Recognized bibliographies such as the *CHILDREN'S CATALOG*, the *JUNIOR REVIEWERS CATALOG*, and the American Library Association's *BASIC BOOK COLLECTION FOR ELEMENTARY GRADES* were consulted. Next, the staff of the public library was asked to check books with a Canadian theme available and popular in Newton. Lists received by fifth graders who wrote to Canadian librarians added further titles. By this time over 100 books were under consideration. This number was cut in half by having several key teachers indicate which titles they found most valuable. Finally, it was reduced to a list of 40 books, those most highly recommended which were actually in print as of April 1949.

Although originally intended as a teachers' exhibit, it soon developed into a teacher - parent - child affair. Teachers who came as members of faculty groups saw the possibilities for parent and pupil participation and returned with members of the P. T. A. library committee or with their intermediate grade classes or their student library "committees" composed of fourth, fifth, or sixth graders.

Nearly 100 children visited the exhibit to assist in selecting books for their school libraries. They carried pencils and "order cards" and listed author, title, publisher, and price as carefully as did their teachers! Some had their own class needs in mind. Others made as careful a selection of materials for primary grades as they did for their own groups. Still others saw a good chance to do some personal browsing with birthday and holiday requests in mind.

The exhibit is helping to correlate the service of the public library and the school library. In fields where the Newton Free Library has abundant material, the school libraries borrow freely from these collections. In other areas where the public library is unable to supply the needs (of more than 20 schools,) the individual schools must strengthen their own collections. Through this cooperation Newton children will have the maximum number of library books to supplement textbook material with the greatest saving to the taxpayer.

My Teaching Is Easier Because..

All English teachers will agree that checking compositions is an enormous task. They ask themselves which should receive the emphasis, content or form, and they undoubtedly conclude that thought is more valuable than the structure. To evaluate my pupils' papers in an efficient and meaningful way, I use a two-mark system. The scores appear as fractions; i. e. A/D. The A indicates that the writer's thoughts are superior, but his mechanical treatment is inferior. However, only one mark, a B minus, is recorded. Extended use of this method has helped each student to discover where his composition weakness lay without hurling unnecessary questions at me. This checking device has eliminated for me many an unpleasant aspect of correcting papers.

MARY MOORE, *Junior High School, Bridgewater, Massachusetts.*

USING FILMS EFFECTIVELY

MILTON MEYERS
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The use of films in the classroom has now become so widespread that it is no longer a problem to get teachers to use them. Rather the problem now is one of effective utilization. That this is a growing problem most teachers will admit readily.

While the increased use of films in the classroom may be attributed to endorsement by current education leaders, apparently more needs to be said on the issue of how they are to be used. Perhaps it is an oversimplification for a teacher to assume that to be up-to-date, all that is necessary today is to show movies. And in all too many cases, apparently, teachers feel that is exactly what has happened.

As teachers, we like to think that we not only are keeping abreast of the latest and best trends and techniques in modern educational practice but also are helping to create them. In the matter of using films in the classroom this is particularly true. There can be no doubt that the general level of use of films in the classroom is higher today than at any time previous. At the same time the evidence is equally clear that not all teachers have shared in developing improved skill in their usage.

Skill in the use of films in the classroom has been making steady progress. Some techniques, which were widely practiced a few years ago, teachers now feel are open to question. It might be appropriate at this point to examine some of these practices. A frequently encountered pattern lends itself to the following description:

After a given topic has been studied by the class, teacher says, "And now we shall see a movie.... It deals with the topic we have just been studying....See what you think of it!"

An air of eager expectancy grips the class. The blinds are drawn; the lights go down. The projector is switched on. The movie is shown. As it ends, teacher, standing before the class in triumphant fashion asks, "Well, what did you think of it?"

A discussion follows in which the class constitutes itself as critic of the production. Judgement includes statements that the picture is "fair" or "pretty good" or that some things in the picture were recognized as topics that had been studied previously.

Such procedure inevitably raises the question—just how effectively has the film been used? The tenor of the discussion indicates that the film was something that had been superimposed upon the course of study—and the class was led to react accordingly. They were being asked to judge the movie—to decide whether or not it reflected accurately work already studied. Plainly the chief educational use made of the film was to train the group as critics of a film production.

Another common pattern that teachers now question finds a film presented to the class as an introduction to some topic about to be studied. It is shown to arouse interest and then not further utilized. The class pursues a traditional pattern of procedure and no further reference to the film is made. The fact that the film might have challenged some to ask questions, to seek more information, to ask for books on the subject, is, for the most part, ignored. A variation of this practice is to show the film again at the conclusion of the unit and then to ask whether the film covered the material and subject matter of the unit as thoroughly as it had just been studied by the class. This is a reversion to the critic approach.

What is questionable about all this? Teachers are not satisfied with this type of usage. They feel that the film was something superimposed on the lesson, that it had not been made a part of the pattern of learning and therefore had not been used to greatest effectiveness. A film should be used in the classroom in the same manner as a map or a magazine. It is a tool of learning and is to be used as such. There should be no aura of a "special treat" for the class when a film is introduced.

At this point it may be in order to describe several examples of efficient use of films in the classroom. Suppose we visit a nearby social studies class where a unit on "World Trade" is under scrutiny. As we enter class we notice that the lesson centers on the question of what the tariff policy of the United States should be in the present world. A student panel of three is to discuss the issue. The chairman introduces the first speaker who argues persuasively in favor of a high protective tariff as a sound policy for the United States. After he finishes the chairman introduces the other speaker who is to present the case in favor of a moderate United States tariff policy. However, instead of making a speech, the youth informs the class that he will present his case by showing a motion picture which, he pledges, will prove more convincingly and

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more eloquently than words, the case in favor of a moderate United States tariff policy that will encourage the exchange of goods among nations and foster greater world prosperity. The class is shown the Twentieth Century Fund motion picture, "Round Trip". As it ends, the chairman of the panel launches the class on a discussion of the two points of view. Many members of the class participate, presenting clashing arguments. Before the period closes, the chairman polls the class. Nevertheless, as the group leaves, the debate continues.

For our purposes, interest in this class revolves about the question—how effectively was the film used? Plainly it was fitted into a classroom situation and used in a manner that did not cause the class to feel that an entertainment special was being introduced. Furthermore, the film was not something superimposed, before or after a topic, but was an intimate part of it. The class was in no way directed to evaluate the film. Rather the film was put to work to serve the students—as would a reference or a text-book.

Let us examine another example of effective use of films in the classroom. This time we visit a group whose social studies and English are combined in a core curriculum. The topic of study is the issue of Imperialism as found in English Literature. A discussion is in progress about Rudyard Kipling and his oft quoted phrase, "The White Man's Burden". Doubt is expressed that imperialism offered any benefits to backward peoples. Thereupon the teacher offered in evidence a film—a British Information Service release entitled "Father and Son". The film shows the medical, educational, and scientific contributions made by the white man to life in darkest Africa and serves to document the point of view advanced by Kipling.

Again in this instance, the film was used to meet a particular situation. The main reason for using the film was to examine and develop evidence to meet the needs of a particular situation that had arisen in class. The film introduced concise information about the matter at issue and did it in a manner so effective that it would have been difficult to duplicate, using any other tool of learning. This point deserves emphasis, in that effective use of films will find them being used more frequently to cope with a specialized situation rather than in using them to give an over-view of a unit of study. Films in the classroom must be used as an aid to the teacher and not as a substitute for one. A film cannot replace the teacher; it cannot teach a wide area of subject matter. It can arouse interest and stimulate a flow of ideas, but it must not be something "extra", tacked on to the class procedure. The film is a highly efficient tool of learning, and as teachers we must seek constantly more effective ways to put it to use.

Responsibility for achieving this efficiency in the use of films rests with the individual teacher. It involves a willingness to do a number of things—to keep informed on all new film releases, to preview films at every opportunity and to sit down and plan in advance their effective use. For those teachers who feel the need of training in these areas—a summer or after school workshop under competent leadership should prove helpful.

Above all a proficiency must be developed which will enable a teacher to select a given film to fit a particular situation. If the selection is properly made—and this calls for some creative planning by the teacher—the film will present a cross section of a problem with emphasis on those areas that need to be stressed.

In the final analysis the only way to find out the true value of a film is to try it out. Probably it is more desirable to use the workshop or the preview for the try-out. Following the try-out, there comes the time for creative thinking:

"Just how, if at all, can I make effective use of this film? What special aspects of a problem does the film emphasize?"

Successful answers to these questions will determine when a film may be used effectively in the classroom. Proceeding in this manner, within relatively few years, a teacher can construct a repertoire of highly useful films which may be relied upon to make a vital contribution to the classroom.

DID IT HAPPEN TO YOU?

BETTY R. WILSON
Lower Burrell Schools
New Kensington, Pennsylvania

Early in the fall I begin the children's education. Very shortly afterwards, they begin mine! But that Day of Days, namely, the first day of school is the four-bell ringer for all school days — seemingly setting a pattern for the school year. Veteran teachers will remember and smile when they recall their own first day. New teachers both welcome and dread this day. They know that they will be given a close, candid scrutiny by the best judges in the world, the children, probably being sized and catalogued for all time. Many teachers have carried nicknames given to them by the children to eternity. We all remember the "Miss Meeks", the "Miss Nosey", the "Miss Sharp Eyes", the "Miss Honey's" and so on — not forgetting that name of all names, "Miss Sour Puss". If all teachers would tell of the funny things that happen, parents would get a new slant on teachers as human beings.

It is the night before school is to open. The prince of all scrubbings and combings is given to the children. A behavior lecture follows. The children are so provoked with the whole business that they go to bed with the secret hope of a fire at the schoolhouse. A few are worried about the prospect of having to keep shoes on all day. Restriction from summer freedom irks all. The teacher has a rough time too. She decides to go to bed early. Does she sleep? No, she does not! Her thoughts are full of the unknown tomorrow. She worries and frets about the possibility of the alarm clock not going off. And to be too late on this Day of Days! No one escapes.

The first day arrives. Teacher is at her desk long before the bell rings. Many children are standing outside the school building waiting for the bell to ring. If this is the teacher's first day, she is very thrilled. If this is her twenty-fifth year, she is still thrilled, for there is something about this new crop of children that is disturbing and challenging. The janitor rings the first bell. Children begin to troop into the room, singly and in pairs. Now begins the close, critical scrutiny of the children as the teacher is the cynosure of blue eyes, brown eyes — not to mention a few black eyes!

The second bell rings. The children settle down to a semblance of order. Meanwhile, the avid watching of the teacher continues. A few favor the nervous teacher with timid half smiles. Others grin. A few remain passive, watching everything in somewhat of a dazed manner. You introduce yourself. This seems to strike some as ridiculous. They have heard all about you before they come into the schoolroom. It is always a source of mystery and conjecture to teachers how much is known of one's self to children. Someone asks to be excused. The new teacher will find this the bane of her existence. Children will use this excuse to cover a host of evasions. This is one of the first ways the children test a teacher —to see if it could be worked later to escape something they do not want to do. Later the teacher learns to distinguish the foolers from the meaners. The girls look at the dress the teacher is wearing. Strange to say, but the girls like the dress!

XUM

Later they become more discerning. The boys are more interested in the teacher's muscle power. Does she have a close-to-the-jaw swing or what is her reach? Is she a dope or a mouse?

Supplies are passed out; rules explained; temporary register is made; tentative plans for tomorrow are made; recess bell rings; children march out, fall out, run out, or fight out. Their great desire is to taste Freedom.

The teacher tries to relax and pull herself together for the remainder of the morning. A little boy comes in with a bloody nose. Teacher gets him in working order again and sends him out to play. A fond parent phones to find out if her bewildering offspring made it to school or not. It seems she had to "knock his block off" to get him to school. And the teacher is to do the same thing if he does anything not to be done in school. The teacher mentally decides to do nothing of the sort; she realizes the child needs a little understanding instead. The recess bell rings and the teacher goes into the room as the shortest fifteen minutes on record comes to an end. Now we have what is known in the lower grades as a soothing period. This consists of story reading.

This particular teacher is reading the story of Peter Rabbit. The children love this. Just as the crucial part is reached, the part where little Peter is being chased by angry Mr. McGregor, the fire bell rings. This is as much of a surprise to the teacher as it is to the children. Startled, they start for the hall. Suddenly, teacher remembers the rule regarding the closing of windows and the turning off of lights. She dashes back to carry out the rules and accidentally pulls the window shade down. Later we collect a few strays at the fountain. Checking over our list we decide that we are all together again. We take this time to explain the reasons for a fire drill. Then back to our soothing period. We rescue Peter Rabbit from the briar bushes, and excuse a few to go to the lavoratory. Prior to this, we send the janitor a note asking him to please repair the window shade. The sun is beaming now as it is nearly high noon. A knock comes at the door. It is the girl from the cafeteria with the week's menu. The janitor also enters — carrying a tall ladder. Children's interest is transferred from the adventures of Peter Rabbit to the janitor and the window shade. The hard-working janitor leaves — passing the school nurse on her way into the room. She gives the children slips to be taken home to their parents. Several more children are excused to get a drink of water. Dismissal time now. The children living near the school go home for lunch. A few bring their lunches; the remainder eat in the cafeteria. They troop out. The cafeteria children are happy; spaghetti and doughnuts are being served!

The teacher is about ready to eat her lunch when she is waylaid by a parent. This parent had been away on her vacation and couldn't get her child to school on time. The teacher gets a phone call regarding number of enrollment and number riding the school bus.

The afternoon bell rings. Teacher grimly decides everything. Luncheonless, she stalks back to the schoolroom. The children are more at ease for this afternoon's session and begin to act up. They decide now would be a fine time to test the teacher. A little boy holds up his hand to show us a tooth which he extracted at lunch time. We admire his bravery, and suddenly the teacher is aware that some of the children are conspicuous by their absence. Alarmed and worried, she asks the others what happened to the missing children. Reluctantly, a little boy admits the fact that some of them were under the impression that school

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wasn't to be in operation for the afternoon. A carnival was unloading! Hurriedly, the teacher calls the principal, and he in turn sends several larger boys to collect the missing thrill-seekers.

We make a crayon-picture of "What I Did on My Vacation". Some of the sketches are quite realistic, for example, the one made by a little boy picturing himself asleep in Daddy's hammock. He writes under the picture, "This is me, Sleeping". Privately, teacher wonders how many times she will have to waken him from his slumbers. We admire all the pictures; and we decide that Mother would like to see them too.

Twenty minutes to three. We begin to suffer faint pangs of occupational fatigue; feet begin to ache. Teacher observes a little girl calmly removing her shoes, stretching little toes, sighing with relief, and solving all problems for the remainder of the day by simply going to sleep.

Closing time draws near. We sing a few off-key songs. When we sing "America, the Beautiful", we agree! A shrill last bell breaks up our musical bout. Children anxious to get home to tell Mother all about "Our Day". Eleanor Roosevelt has nothing on us! We march out in kind hopes of tomorrow. The last little boy to go down the steps stops, and puts a small object into the teacher's hand. She thanks him gravely; and, then discovers he has given her the treasured tooth he had so bravely extracted! Now she can relax. She knows she is "in."

The dreaded first day is over and no casualties. Suddenly she feels brave and strangely humble and happy. A sort of spirit of camaraderie among the teachers exists as you meet in the hall. This feeling plus the ghost of a smile on the janitor's face bolster your self-confidence.

Tomorrow with its problems bothers you not at all. Today is over — teacher and pupils have begun a mutual educational journey.

WHY THEY MISBEHAVE

LUCILE A. DAY

Do we look deep enough for the reasons for children's misbehavior? This is a veteran schoolteacher's experience:——

"I'll have to call in the principal to help me with those two boys," reflected Miss Mary. A veteran fifth grade teacher, she was used to solving her own problems, but the events of the past week were discouraging.

There was Charles, who had been a problem boy in the preceding room. Anti-social and ill-adjusted, he had played largely by himself. In the schoolroom his behavior had been such that the teacher in desperation had seated him in one corner of the room, apart from the other pupils.

Determinedly, Miss Mary had worked from the very first day of school to include Charles in all the room's class and play activities. So well had she succeeded and so much had the boy's behavior improved, she had almost forgotten that he had previously caused so much trouble. But the past week — Miss Mary sighed again as she reviewed all Charles' disturbing activities.

First, there were all those funny noises, the beating of his feet on the floor, the pinching of neighbors, the racing through the hall, the grabbing of smaller children and many other things that probably she hadn't caught. "A holy terror," that's what he'd been. Then, the last straw:— When she was going through the regular routine at the end of the day (Children, clear your desks. Be sure to see that all the paper is off the floor) he had impudently said, "What paper?" and when determinedly ignored, had said more loudly, "What floor?"

Then she reviewed Rodney's case. An industrious boy, he had always done his best. Never an "A" student, he always turned in his best work. There had always been a kind of secret understanding between the two. She had been proud of his achievements and had not withheld the deserved praise. But the past week ———. Again she saw the listless body, the indifferent attack of lessons and the careless results.

"Am I slipping?" the troubled teacher asked herself. "Or, is it just pure cussedness on the part of these two boys?"

Mentally, she checked off school conditions. Everything was just as usual as far as she could see. "That woman from the state university was just plain cuckoo when she said you had to go deep, sometimes, to find the reasons that made children misbehave," Miss Mary said to hereslf.

Monday of the next week started off the same as the week before. Charles was not quite so troublesome but Rodney's interest still lagged and his work was careless. That evening, after school, Charles lagged behind the others.

"Is there something you want, Charles?" Miss Mary asked kindly.

"Yes," said Charles politely. "Do you have any toothache medicine?"

"Why, yes," replied Miss Mary in surprise. "Do you have the toothache?"

"Yes, I've been having it for a week. Every night. I thought maybe you'd put some medicine in my tooth."

Hurriedly, the teacher put some toothache medicine in the aching tooth, appalled at the size of the cavity. There was no time to waste as Charles's bus would be leaving in a couple of minutes.

The next morning Miss Mary and Charles resumed the toothache con-

versation. The result was that Miss Mary made arrangement with a kind-hearted dentist to have the aching tooth removed, with the mother's consent, and there have been only minor outbursts from Charles since.

The same week, Miss Mary saw Rodney waiting for three days in succession on the walk at noon. She learned that he was waiting for the school's coach and each time had failed to see him. She found out from the boy's mother that he was worrying over getting to practice on the grade school's basketball team, even was disturbed in his sleep about it. When this problem was solved Rodney resumed his former good school habits.

"I didn't need the principal's help after all," reflected Miss Mary at the end of the next week. "What I needed was to look deep for the reasons."

Radio in the Small School

L. A. BARRETT
Superintendent of Schools
Salida, Colorado

The public schools of Salida, Colo., have been undertaking an experiment in radio that has proven to be so successful that plans are going forward for expanding the program.

Through the cooperation of Radio Station KVRH, a 250 watt station recently opened for business here, microphones from the station were taken into actual classroom discussions in the schools three days a week thus making it possible for parents and patrons to "listen in" to school rooms as they actually are.

Schedules were made up in the office of the superintendent but for the most part, the classes to be visited had little advance notice that they would be on the air thus avoiding any stereotyped formal discussions.

Two days a week, Tuesdays and Thursday, classes in either the senior or junior high schools were visited for periods of about half an hour. A radio engineer and the superintendent of schools would slip into the classrooms as quietly as possible, set up microphones in the room and then put the class "on the air".

On Wednesdays, a class in one of the two elementary schools would be visited. Sometimes the classes would be reading, sometimes discussing history, geography, arithmetic, science or various other fields making a variety of school experiences possible for the listeners.

Broadcasts from the senior and junior high schools were sent to the studio from the school by means of leased telephone lines but the broadcasts from the grade schools were sent from the classrooms by means of a mobile transmitter on short wave to the station where they were picked up and rebroadcast.

The school had word from as far away as the Canal Zone about having heard these school broadcasts by short wave.

School officials found for the most part that pupils enjoyed their radio experiences and teachers were gratified to have complimentary statements from listeners.

Each Monday evening, the high school journalism class was given a fifteen minute period wherein they gave "newscasts" of events in and about the high school with the scripts

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not only being written but also being read by the various members of the journalism classes while each Wednesday evening the music department was given a fifteen minute spot in which various groups from the school's music classes appeared — band, orchestra, glee clubs, trios, small ensembles and school choirs.

The radio engineer at the studio took a great deal of his time in helping pupils to learn various techniques such as how close to stand to the microphone, how to make various sound effects for radio plays that were given, and how to arrange music groups for the best radio effects.

The radio station also assisted the Salida schools by broadcasting every basketball game both at home and on the road during last season. Those were, of course, put on the air by professional announcers but all the school visitation programs made use of student announcers from beginning to end.

THE NEXT ADVENTURE

HEBER H. RYAN

We have in this business an institution known as the "assignment." Usually the teacher, at the end of the class period, indicates what the student is expected to do before the class meets again. One purpose of the device is that of enabling the class to progress as a group, that style of progress being one of our means to economy.

All too often the manner of giving the assignment makes it sound like an "or else" crisis, a task to be done for the teacher's pleasure, or a kind of mental gymnastics complete with its own reward. Too often we utterly fail to portray the real nature of the assignment. Too often the whole business sets up a negativism toward learning where there should be an inspiration.

"Take the next fourteen exercises."

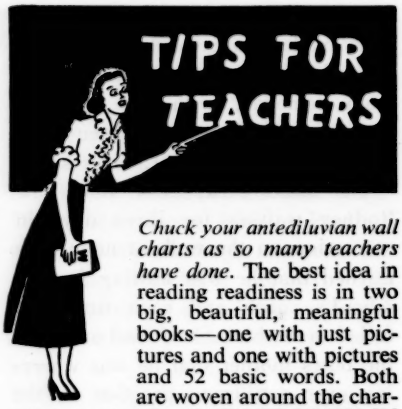
"For tomorrow I want you to—"

"You've got to do better on your homework if you want to pass."

The assignment is usually given at the end of the hour, because at that time the teacher at least knows where we are, or because giving it at the beginning might cast a pall over the whole hour, or because at the end of the period adequate emphasis can be given it. Perhaps the timing is not of earth-shaking importance. But it is important that enough time be devoted to it to orient the youngsters, to show the part which it plays in the whole course or in the week's unit; to point out some connections with life itself. The whole tone of the assignment should reek with the assumption that it is all for the student's benefit; and the detail of the assignment should point out the ways in which it helps him along in the general enterprise.

The next lesson need not be just a job to be done to escape wrath. Hundreds of teachers make it a device for pointing out the next adventure. Thousands could do just that if they thought it worth the effort.

Reprinted from New Jersey Education Bulletin



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THE NEWS DIGEST

Children Tested to Predict Adult Height

PALO ALTO, CALIF., — How tall a child will be when he is grown up is now being predicted to within a quarter of an inch by scientists at the Leland Stanford University here.

The predictions, declared to be useful in treating abnormal growth and for reassuring parents and young people, are based on the relation between human growth patterns and the development, or maturation, of the skeleton.

Sex, age in years and current height are considered in relation to the maturation of the skeleton. When this last is within one year of the age in years, the height prediction is given by tables developed by Dr. Nancy Bayley of the university's School of Medicine.

The height predictions are useful in cases of retarded or accelerated growth for telling whether treatment by diet, thyroid extract and male or female hormones is being effective.

English Leads As Science Language

BOSTON, — English, not French or German, is now the leading language used by natural scientists in their technical reports.

This fact has developed as the result of a survey made by Fletcher S. Boig, professor of chemistry at Northeastern University in Boston. Russian, he says, was of very slight importance 20 years ago as a language of science, but it is now a serious contender for top honors.

Among countries publishing scientific periodicals and articles, the United States has a comfortable lead, with Britain, France, Russia and Switzerland following in that order. Germany has lost ground, as has Italy.

Fifty-seven per cent of all scientific articles are now published in English.

Letter Mystery Now Cleared Up

WASHINGTON, D. C.—The "campaign" of anonymous letters, in which women education students were urged not to enter the teaching profession lest they become "old maids," has been solved, the National Education Association reported. The Post Office Department has determined the source of the letters, the NEA said, and has "secured from this individual a promise to discontinue the practice of sending such letters." At one time it was thought that the letters were the work of subversive persons. The NEA, however, declared that "there was no Communistic tendency and no other individual involved than one woman who appears to be a mental case.

Sees Strict Teachers Causing Maladjustments

DENVER COLO. — School teachers must share the blame with parents for maladjustment in children, according to Dr. Dugald S. Arbuckle of Boston University.

Reporting to the American Phychological Association, Dr. Arbuckle divided teachers who cause maladjustment into four classes — disciplinarians, moralists, those who act like judges on the bench, and wishful thinkers who "wear an expression meaning this - hurts - me - more - than - it - hurts - you."

Many school administrators, he said, think the disciplinarian is the ideal teacher. Although physical punishment is no longer employed, a disciplinarian uses words and phrases which hurt and confuse children. This type of teacher may foster lying, he added.

The harm in the judge-on-the-bench kind of teacher, he said, is making decisions for the sake of making them without really understanding the child problem she thinks she is settling.

He said the moralist is self-righteous, and eager to correct. As an example he cited a remark of a "moralist" teacher to a boy who said his parents did not love him.

"You must never, never feel that your parents don't love you."

The trouble with the remark, said Dr. Arbuckle, is that the child still thinks he is unloved and is driven farther into himself by the answer.

Consumer Education Gaining Ground

WASHINGTON, D. C. — A consumer-education study, sponsored by the National Association of Secondary School Principals and the National Better Business Bureau, is being used effectively in hundreds of high schools throughout the country.

In a progress report the National Education Association notes that 500,000 copies of consumer education units are in use today. They include a series of teaching-learning booklets on such topics as money management, consumer credit, buying insurance, using advertising advantageously, the consumer and the law, and effective shopping. The study thus far has produced eleven textbooks, averaging something over 100 pages and addressed directly to the students, with suggestions for the teachers.

According to Dr. Thomas H. Briggs, director of the program, the units do not attempt to reform the economic order, but young people to live in it with most profit to themselves and to their fellow men.

Who Watches Whom In Loyalty Check

NEW YORK CITY.—School authorities here started in mid-September to track down subversive employees with a view to dropping them from the system, as required by the Feinberg Act. The Board of Education issued orders that principals furnish data on all suspected janitors and teachers; that the assistant superintendents similarly check on the principals; that Supt. William Jansen report upon his assistants; and finally that the board itself make sure of the superintendent. No sooner was the proposed system announced by Dr. Jansen than teachers' organizations began filing protests and starting lawsuits. Injunctions were sought against procedure under the plan. Also an effort has been launched to

Harvard Opens Facilities To Select Educators

CAMBRIDGE, MASS. — Harvard University, through its Graduate School of Education, has launched a program of education fellowships under which a small group of carefully chosen educators will be given a year of study in such departments of the university as may best serve their individual purposes. The plan is similar to that of the Nieman fellowships in journalism and arrangements for advanced study and research open to mature persons concerned with labor, agriculture, business management and other major occupations.

The sum of $40,000 will be expended over a three-year experimental period, to bring to the university approximately five educators, each for one year. An "education fellow" will be paid the same salary he has been receiving as a teacher or administrator, and he will be free to follow his own outline of courses in one or more of the business or professional schools cooperating in the project. The work will have no relation to an advanced degree unless the fellow later decides to pursue such a goal, in which case some of his work as an education fellow may be credited toward a Ph. D. The idea is to enable a person to fill in his background or gain acquaintance with any desired specialty.

Dean Francis Keppel of the school of education believes that not only the individual fellow and the nation's schools will benefit, but that the university itself will be aided in its efforts to keep in touch with issues and conditions outside the campus.

Should the initial experiment prove successful, the university hopes it can procure additional funds to allow for extension of the opportunity to at least a dozen persons each year.

Candidates are selected on the recommendations of state departments of education and other agencies vouching for the applicant's educational ability and leadership.

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have the Fienberg Act itself overthrown as unconstitutional. Interference with the right of free thought is the main charge against the law and the board's plan for carrying out its provisions. But it is also clear that professional pride is hurt and that school personnel are afraid some reputations wlil be unjustly sullied.

Meanwhile, Judge Schirick of the state supreme court, has halted enforcement of the act in order to study its constitutionality.

Millions of GI's Face Loss of Schooling

Washington, D. C.—Millions of veterans will lose their right to education at government expense if the new regulations issued by the Veterans' Administration are not quickly modified. Many colleges are protesting that the recent VA ruling which requires GI applicants to show that their proposed studies are essential to securing or continuing employment constitute an arbitrary barrier to persons wishing to pursue cultural rather than vocational studies. One result of the protests was the VA's decision not to require certification of students under the new rules until November 1. Originally the certification was demanded for this September and would have turned college registrations into a state of chaos.

It was the VA's laxity in permitting veterans to take courses in everything from ballroom dancing to stunt flying that at length caused Congress to enact a measure calling for tighter control of veterans' curricula and the confining of tuition payments to established institutions. Educators now feel that the VA has gone the other way and become more drastic than the lawmakers intended.

Over six million veterans still are entitled to from one to four years' schooling under the GI act. But all now entering college for the first time and all who undertake to change their courses or move to another institution must get VA's permission. An estimated three million are thus likely to be hampered by the VA's order, say spokesmen for the colleges.

School Survey Shows Five Main Problems

NEW YORK CITY — A survey of thirty major cities, conducted by THE NEW YORK TIMES, shows that the increased enrollment is creating additional burdens everywhere. Each of the cities reached by THE TIMES study reported that the pupil registration this year was larger than it was a year ago. In almost every instance the most substantial increase is found on the elementary level.

The major school problems faced by these representative cities — similar issues confront school systems everywhere — are listed in this order:

1. Acute shortage of kindergarten and elementary school teachers.
2. Insufficient school buildings and classrooms.
3. Lack of necessary supplies and equipment.
4. Overlarge class size.
5. Inability to obtain teachers for certain special subjects (such as industrial arts, high school physics and mathematics, home economics, etc.)

Farmers Dubious On School Consolidation

MADISON, WISC. — Most people in the farm districts of the United States favor reorganization of rural schools —except when it involves their own communities. This is the conclusion of Prof. Shirley Cooper of the University of Wisconsin's School of Education after six months of addressing rural audiences.

Objections to reorganization were based on fear of increased taxes, loss of control of schools by rural voters, pupil - transportation difficulties and loss of a focal center for small community interests, Prof. Cooper found.

A supporter of reorganization, Prof. Cooper suggested that programs be adopted which would include safeguards to meet these objections.

One-fourth Read Books But Ratio Rising

CHICAGO, ILL. — Only one-fourth of the nation's adult population reads one or more books a month and among the five major media of communications—books, magazines, newspapers, movies and the radio—books attract the smallest audience. This was reported by Bernard Berelson, dean of the University of Chicago's graduate library school, at a recent librarians' conference on the campus.

The better educated use the public library more than the lesser educated and women use the library a little more than men, he said. The public library serves the middle class more than either the upper or lower classes

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and the "child-youth" group accounts for almost one-half of the circulation.

In the last thirty years, Mr. Berelson said, there has been a steady increase in the number of persons using the library. "With the rising level of schooling in this country," he added, "the long-term trend will continue to be upward."

Warns Against Pushing Pre-School Children

URBANA, ILL.—The too-rapid expansion of nursery school and kindergarten programs by public school systems may bring about a number of well-intentioned but undesirable practices, according to Prof. Celia B. Stendler of the University of Illinois.

A teacher needs special preparation for the "complicated job of dealing with young children," Professor Stendler says. When a primary teacher transfers to kindergarten classes there is "a marked tendency for the kindergarten program to become a half-day edition of first-grade programs unless the teacher has received specific training in the needs of the pre-school child."

The ideal pre-school program, she said, should recognize that the 5-year-old child is "home-tied," vigorous, social and "intellectually curious."

U. S. School Roll Total Estimated

WASHINGTON, D. C.—An estimated 32,671,500 students throughout the United States are pursuing studies during this school year, Federal Security Administrator Oscar R. Ewing has announced.

Figures compiled by Earl James McGrath, United States Commissioner of Education, show the following breakdown: private and public elementary schools, including special types of institutions, 23,377,500; similar types of schools at secondary level, 6,533,000; universities, colleges and professional schools, including junior colleges and normal schools, 2,400,000, and other types, chiefly private commercial and nurse training schools, 361,000.

Fulbright Program Stalled in China

SHANGHAI, — The United States Educational Foundation in China, which has been promoting a cultural exchange of Chinese and American students under the Fulbright Act, is making arrangements to suspend activities because of the lack of funds.

As part of the Fulbright plan, which created the cultural exchange funds out of surplus property credits accruing to the United States, a Sino-American agreement was signed in 1947, requiring the national government to make available out of its surplus property debts Chinese currency equivalent to $20,000,000 at the rate of $1,000,000 a year to underwrite "research instruction and other educational activities."

The Nationalists had deposited the required Chinese currency in Shanghai and Nanking. Now that both these places are under Communist control the foundation headquarters in Nanking is without funds.

Portland Hits On Plan To Occupy Brainwaves

PORTLAND, OREGON. — Part of the answer to what to do about enriching the educational experience of brighter and more gifted students, has been found by the high schools of this city.

The plan evolved from a small beginning, when a science teacher invited several pupils to her home one evening to meet a successful engineer and discuss with him the theory and applications of electronics. So keen was the interest of the students and so mature were their questions, that arrangements were made to have them meet at regular intervals with faculty members of Reed College in the laboratories and lecture halls of that institution.

The plan has since been extended to include some fifty picked students representing all the high schools of the city. There are meetings twice a month at the college and other meetings within the respective high schools, where various students take turns in reporting upon topics they have personally gone into with the aid of books especially made available in their own schools.

The plan offers unlimited opportunities for alert students to develop their reading and thinking along lines of individual curiosity and at the same time gives them extra training in reporting to others the results of their explorations.

A similar group has been formed for those showing a preference for social studies and literature.

School "Crisis" Laid to Apathy

FERNDALE, MICH. — Apathy toward public schools has created a "national crisis" in education, according to Roy E. Larsen, president of Time, Inc.

Larsen spoke as chairman of the National Citizens Commission on Education to parents, teachers and business men at Lincoln High School here.

Organized since May, the commission seeks to improve public education through increased interest by citizens, Larsen said. It is composed of national leaders in business, labor and journalism.

Citing active co-operation in Ferndale among citizens, teachers and the board of education, Larsen said "what happens to schools must happen regionally as it is happening in Ferndale."

Patterson's Directory Gets New Publisher

CHICAGO, ILL. — Marshall Field has announced that Patterson's American Educational Directory, a 45-year-old nationally recognized listing of schools and educators, has been acquired by Field Enterprises, Inc., Educational Division.

The directory was formerly owned by Homer L. Patterson and published in Chicago. The contents are designed to furnish information for everybody interested in, or doing business with, American schools and libraries.

Mr. H. R. Lissack, formerly in charge of Brittanica Films, has been named to head the new organization.

In 1945 Field purchased The Quarrie Corporation, publishers of The World Book Encyclopedia and Childcraft. Patterson's Directory is the third educational publication to come guards to meet these objections.

Student Federalists See Waning Interest

AMSTERDAM — A "waning interest" in world government sobered the speeches of delegates to the third annual congress of World Student Federalists recently held here.

People are no longer afraid of the atom bomb, the delegates were told by

their president, Joseph C. Wheeler, of Concord, Mass. "People are tending to forget crimes against humanity which accompanied war. The air is less filled with crisis."

This news—which might well be received with enthusiasm in other quarters—merely pointed up to youthful federalists the fact that sovereign governments "might still be around for a while."

Now convinced that the solutions to such problems as human rights, food shortages, and social and economic development, cannot be postponed "until world government is established," the conference urged support of United Nations efforts "in those fields where the aims and methods of our two programs are completely compatible."

Erik Somer of Denmark was elected president of the world movement.

Comfort at Last For Test-Weary Profs

STATE COLLEGE, PA. — Forty professors, tired of reading and marking examination papers, can now sit in a class of their own and have themselves tested by an electrical robot that takes down and scores their unspoken answers in split seconds of time.

The robot, consisting of four parts or faces, is set up behind the customary teacher's desk. It includes a console, a memory, a machine for recording which of five keys on each student's desk is pressed, and a fourth contrivance for keeping each student's scores.

Beyond and behind the teacher's platform and the row of robots, hangs a screen on which are shown the films, the televiews and the questions or instructions for the class.

The complex affair of the four-faced robot was completed by the Special Devices Center of the U. S. Navy with faculty members cooperating. Maybe for a million dollars or so it could be borrowed or duplicated for use in any classroom. Playing the console would be great fun.

HMM!

A society matron had the good fortune to employ a new maid and was rejoicing until she read the reference the girl presented from her former employer. It read:

"Miss Blank has an excellent appetite and sleeps well."

Grins Between Grinds

FATEFUL MOMENT

The three youngsters were playing wedding. Six-year-old Tommy was the minister. Wearing a lace curtain for a veil and a pair of high-heeled slippers, young Jane led the procession up the walk to the porch steps. The couple knelt reverently. Turning to Jane, Tommy asked in solemn tones, "Janie, do you take this man to be your awful wedded husband?"

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BRITISH RESISTANCE

"You ladies ought to sit a little closer," said a male strap-hanger in the bus. "According to the Act of Parliament, every passenger is entitled to 18 inches of seating space."

"You can't blame us," replied a matron tartly, "if we are not constructed according to the Act of Parliament."

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SHORT PANTS

Conversation in the country store had turned to dogs, with each man boasting of his own pet's intelligence. "Now you take my hound," began the county agent when his turn came—"right after I bought her, I had to scold her for sleeping on the seat of my pickup truck and getting hairs all over. Next night, I found her lying under the truck. The seat was still warm, so I gave her another scolding".

" 'Spose you're going to tell us," drawled a dairyman, "that those two scoldin's cured her?"

"Well, not exactly, but the next night she was standing there on the floor board blowing on the seat to cool it off."

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SOMEWHERE

The district attorney was bullying a timid witness.

"Have you ever been arrested or in court before?" he snapped.

"No, sir."

"Hmm-mmph! Are you sure? Your face is familiar. I've seen it somewhere."

"That's possible," admitted the witness. "I'm the bartender in the bar across the street."

* * * *

EASILY EXPLAINED

" 'Taters is good this morning," said the marketman, making his regular call."

"That reminds me," said the customer. "How is it that those you sold me last week were so much smaller at the top?"

"Well, 'taters is growin' so fast now," the fellow replied, "that by the time I get a basketful dug, the last ones is 'bout twice the size of the first."

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THE LONG ARM

In one of our large western states an FBI agent was hot on the trail of a fugitive. When he got a tip that the criminal was heading for a certain small town, he telephoned the sheriff to be on the alert.

"Send me a pitcher o' th' feller," barked the sheriff, "an' I'll nail him the minute he hits town."

The G-Man mailed the sheriff—not one but—six pictures of the crook, profile, full-face, standing, sitting, etc. In less than 4 hours the agent received the following telegram from the sheriff:

"I got five of those crooks locked up already and I guarantee to have the last one before morning."

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A GOOD FRONT

There were guests in the home of four-year-old Jane and all the while they were there she wore her best company manners. But the moment the door closed behind them she became disobedient.

"Why is it, Jane," asked her mother, "that you are so naughty now? You were such a lady while our guests were here."

"Well, mother," answered Jane, "You don't use your company silver all of the time."

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SUDDEN YOUTH

An old man heard about some pills that would restore his youth. He bought a box, but instead of taking one every day, he swallowed the whole boxful one night before going to bed.

Next morning the family had great difficulty in waking the old man. At last he rolled over and rubbed his eyes.

"All right, all right," he grumbled. "I'll get up, but I won't go to school."

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The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers.
All the firms here listed are known to be reliable.

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